

## **Supplemental Questions for Title I-A Schoolwide Plan Submission 2021-22**

### **Question 1**

#### **Comprehensive Needs Assessment\***

Describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from multiple measures of data from all five key domains as shown in the ORIS needs assessment framework: Leadership, talent development, stakeholder engagement and partnerships, well-rounded coordinated learning principles, and inclusive policy and practice. If another needs assessment is used by the school, please still respond under the given domains. The data should be cross-analyzed to identify the needs of educationally disadvantaged students. ESSA Section 1114(b)(6).

The team examined the ORIS needs assessment, state report card data, SIS, NWEA MAP data, Parent Communication Survey, AVID Coaching and Certification Instrument, Admin walk-throughs, DESSA, and student access to technology and participation in instruction during COVID data. The team analyzed NWEA MAP growth over time through the lens of gender and ethnicity, while also analyzing family/student participation during COVID-19 pandemic school closure during the 2020-21 school year.

The inequities in student outcomes were examined by the principal, leadership teams, and through the needs assessment. The data analysis shows that distance learning impacted all students, but a larger percentage of our youngest learners were impacted the most. Universal reading screening suggests that more than 40% of 2nd and 3rd graders are “at risk” and 62% of 1st graders are “at risk”.

The priority improvement areas on the ORIS needs assessment are 2.2 (Professional Learning, 4.4 (Data-Informed Decision Making), 4.5 (Provide Multi-tiered Systems of Support), and 5.2 (Identifying and removing barriers to success).

### **Question 2**

Based on the school's needs assessment, what are the identified priorities/goals that the school will focus on this year.

**GOAL 1:**

All students will improve one level in 'risk ranking' in Reading as measured by EasyCBM each year.

**GOAL 2:**

All students will master grade-level essential standards as measured by common grade-level assessments by the end of each year.

**Question 3**

Please respond to the following:

**3.A. Leadership**

Please describe how the district has provided ongoing support for the implementation of the school's plan. In addition, describe how the district annually reviews the school's plan and provides feedback. ESSA Section 1114(b)(3)

The district has prioritized the implementation of the plan by funding an MTSS TOSA, Reading Specialist, and Behavior Specialist at St. Mary's. The district reviews the school's plan annually by collaborating on the development and/or providing written feedback.

**3.B. Talent Development**

Please describe how professional development will be provided to school personnel to improve instruction and the use of data. ESSA Section 1114(b)(7)(A)(iii)(IV)

1. Training for staff teaching reading in "Logic of English" – Members of the Academic Leadership Team will lead professional learning in how the Logic of English approach will be used to support students' development of foundational reading skills and more advanced writing skills K-5.
2. Training on and implementation of aligned and effective reading interventions - The MTSS TOSA and Principal will lead professional learning in alignment of elements of effective interventions.
3. Training and coaching on documenting the PLC process and using the PDSA form to inform instruction and interventions – The PLC Leader and Principal will train staff in the use of the form and provide on-going support.
4. Training on the RTI @ Work Model– The superintendent will train the majority of teaching staff in the RTI @ Work Model and the Principal and teacher leaders will support the implementation of the work throughout the school.

### **3.C. Stakeholder Engagement**

Please describe how parents are informed of their school's participation in Title I and its requirements. In addition, describe how parents are informed of their rights and opportunities to be involved. In your response, please provide the date of your annual Title IA meeting. ESSA Section 1114(b)(2)

Families were informed of the school's participation in Title 1, it's requirements, parent rights, and opportunities to be involved through our annual Title 1 parent information meeting, held this year on October 7th, 2021 during our Annual Title-1 Parent Night. They will receive more communication about how they can be involved through Fall Conferences.

### **3.D. Well-Rounded Learning System**

Please describe methods and instructional strategies that will be used in the school to strengthen the academic program, increase the quality and amount of learning time, and provide opportunities for enriched and/or accelerated learning. ESSA Section 1114(b)(7)(A)(i)

St. Mary's is a certified AVID Elementary School and uses highly effective instructional strategies routinely throughout the K-5 classrooms. Due to the challenges of the pandemic and students' unfinished learning, the staff established 'critical' standards to focus on for the 21-22 school year. Focusing the staff on the PLC process and using data to inform their instructional decisions is helping to make the most of our instructional time. We also added dedicated ELA and Math Intervention blocks 4-5 times per week in every grade level. This will provide the additional time to accelerate student learning and provide extension for those who have already mastered the essential learning.

### **3.E. Instructional Strategies**

Please describe strategies that will be used to address student needs

1. Counseling, school-based mental health programs, and or/ specialized support services or mentoring.
  - Zones of Regulation through behavior specialist visits
  - Small group skill-based interventions
  - Daily social-emotional check-in/out within all K-5 students to monitor student needs and progress
  - Trillium Mental Health Therapist available for student and family needs
2. Preparation for and awareness of post-secondary education opportunities and/or entrance into the workforce. (e.g. career and technical education, transition to high school).
  - AVID as a framework for communicating long-term goals and college and career awareness
  - AVID academic behaviors (organization, self-advocacy, completing work, perseverance, grit) are embedded throughout the school to support students in accessing their learning
3. Implementation of a tiered RTI model to ensure essential learning for all students, as well as early intervention systems for students struggling academically or behaviorally.

- Deepening implementation of RTI through SPDG and MTSS TOSA
- PLC and Intervention team process for academic and SEL support

4. Assisting preschool children in the transition to local elementary school programs. ESSA Section 1114(b)(7)(A)(iii)(I-III, V).

- KPI participation with Marion County Early Learning Hub, including Ready! For Kindergarten classes
- Partnerships with OCDC in Silverton to support transitions

### **3.F. Inclusive Policy and Practice**

Please describe what strategies will be used to provide all students with opportunities to meet challenging state academic standards. Include strategies to reach economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners. ESSA Section 1111(c)(2) ESSA Section 1114 (b)(7)(A)(i).

St. Mary's is implementing the RTI @ Work model to ensure access to tiered interventions for students in reading, math, and social-emotional learning. In addition, the staff is focused on improving outcomes for students during CORE instruction so there is less need to intervene after initial instruction. Through the use of sheltered instruction and AVID strategies, students are engaged in the learning process and are monitoring their progress toward goals.

Use of the universal screener in Reading and SEL will provide another layer of data to be monitored to ensure students don't slip through the cracks of our system of support.

### **Annual Title I-A Documentation**

In addition, there is required school-level Title I-A documentation that will be submitted by the school to ODE.

- Title I-A Annual Meeting documentation (Completed each Fall, posted on the Title I-A website of the District)
- Parent Engagement Plan (reviewed and revised with parent input annually)
- Parent-School Compact (reviewed and revised with parent input annually)
- Building Parent Capacity documentation (Embedded in the Parent Engagement Plan)
- Verification of staff qualifications (Completed annually by District Office)
- Para-professional highly qualified documentation (Completed annually by District Office)

In addition, there is required district-level Title I-A documentation that will be submitted to ODE. These documents are:

- Comparability Report Calculations (N/A for MASD)